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ABSTRACT

This study of the traditional elementary social studies curriculum was conducted during 1974-76 in 16 school systems in cities of 10,000 and above population in Iowa and southern Minnesota. A traditicnal social studies curriculum incorporates history and geography, but not other social science fields. The purposes of the study were to (1) determine relevant areas of the traditional sccial studies curriculum, (2) determine desirable curriculum additions in terms of contemporary student needs, and (3) compile a profile of elementary social studies teachers and determine the relationship between their backgrounds and how they rate curriculum. The Curriculum Rating Scale (CRS) and the Teacher Information Fcrm (TIF) were developed and used. The traditional curriculum was rated by 1,615 elementary school teachers according to topics it covers, and the teachers supplied information about their backgrounds, working conditions, and preferences. Composite profiles on CRS ratings were plotted for significant TIF scale values and categories. Analysis of teacher responses indicates that, while part of the traditicnal curriculum should be retained, a considerable portion of it could be replaced by topics more relevant to students. Also, both inservice training in social studies and changes in classroom organizatien could result in more effective implementation of social studies curriculum, both traditional and innovative. Appendices provide data tables of course ratings by grade level, teacher backgrounds, classroom materials used, classroom organization, curriculum selection factors, curriculum additions by grade level, and copies of CRS and TIF. (Author/ND)

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SOCIAL STUDIES CURRICULUM AND THE ELEMENTARY TEACHER

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ABSTRACT

This study of a traditional elementary social studies curriculum was conducted in sixteen school systems in Iowa and southern Minnesota located in cities of 10,000 or above population. Approximately 1600 practicing teachers K-6 (roughly, 200 per grade level) rated a "traditional" course of study as to the importance and/or relevance of the topics it contained. They also supplied information about their backgrounds, working conditions and preferences.

The purposes of the study were to:

1. determine the areas of the traditional social studies curriculum which were still relevant/important and those which should be deleted.
2. determine what additions to the curriculum would be desirable in terms of contemporary needs.
3. compile a profile of elementary teachers in their role as social studies instructors, and determine what, if any, relationship existed between their backgrounds and how they rated the curriculum.

Two instruments, the Curriculum Rating Scale (CRS) and the Teacher Information Form (TIF), were developed and used in this study. Analysis of data from responses to the CRS consisted of computing the average rating of each topic by all participants, and then deriving the rating reliability of each average score by computing the average off diagonal inter-rater correlation and the Spearman-Brown prophecy formula. The TIF data was coded where possible, the remainder being categorized. Correlations with ratings were computed between TIF scales and CRS ratings, using the TIF categories to compute AOV's on the CRS. Composite profiles on the CRS ratings were plotted for "significant" TIF scale values and categories.

Study findings indicate that while a part of the traditional elementary social studies curriculum should be retained, a considerable portion of it could well be deleted in favor of topics more relevant to today's students. It would also appear that both inservice training in social studies areas, and some changes in working conditions/ classroom organization could result in more effective implementation of the social studies curriculum--traditional or otherwise.

Introduction

The scope and variety of materials in the field of elementary social studies has never been greater than it is today. However, despite the wealth of resources available, there is dissatisfaction with the effectiveness of elementary social studies programs. Curriculum guide development and the selection of texts and supplementary material by committees of teachers and administrators, parents, and students has been an ongoing activity in many school districts for years. Nevertheless, this area of the elementary curriculum can be identified as one where most segments of both school and community feel the goals of society are not being adequately met.

What is the problem? Inherent in the burgeoning questions concerning the field of elementary social studies is whether the curriculum is composed of appropriate topics placed at appropriate grade levels. The core of the traditional social studies curriculum has largely been a static combination of history and geography, with little or nothing eliminated as society changed, but with additions constantly being made. Perhaps part of the confusion and dissatisfaction with the elementary social studies curriculum found today comes from trying to do too much in too little time, and in retaining topics and areas no longer relevant to today's society.

To illustrate this point, we might consider the traditional curriculum at the fifth grade level which has most often consisted of a study of United States history and geography. Recently, a

number of textbook companies have attempted to broaden the base of this curriculum by infusing varying numbers of concepts drawn from other social sciences. In addition, new programs based on social science disciplines other than geography and history have become available--indicating a trend toward offering an alternative program at the elementary level. Many of these materials are exciting, and appear to offer a new and valuable point of view to students. In these programs, the elementary school years are devoted to areas such as understanding of self, one's roles, others, their roles, societies, how and why societies form and other similar concepts. The premise of these alternate programs is that one must understand oneself and one's interaction with others on both an individual and a group level before other things are approached. This premise needs to be considered thoroughly and positively by those responsible for implementing the social studies program in the classroom. Are elementary social studies teachers aware and presently capable of implementing such programs? Perhaps a part of the problem in effectively teaching elementary social studies lies in the background and competencies of the individual teacher.

Purposes of the Study

The purposes of this study were to:

1. determine what areas of a traditional* elementary social studies curriculum practicing teachers would consider important and appropriate and/or relevant in today's social studies program.

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*Traditional as represented by those items found in A Typical Course of Study, a publication by William H. Nault based upon a nationwide study of social studies curriculae.

2. determine what areas of a traditional curriculum would be identified as obsolete, inappropriate, or non-relevant to the total social studies curriculum or to a curriculum for a specific grade.
3. determine what suggestions practicing teachers would make as to elimination or transfer of topics, addition of topics, or substitution of topics in the curriculum.
4. compile a profile of the professional background, training, preferences, and areas of strengths and weakness of elementary teachers in their role as social studies instructors.
5. investigate the relationship (if any) between the indicated curriculum changes and the characteristics of the teachers in their role as social studies instructors.

Related Research and Rationale

Among the recent research having a direct bearing on this study is a text evaluation study which focused on developing a procedure for choosing elementary social studies textbooks. This procedure was tested using current fifth grade texts which were rated by practicing fifth grade teachers. The findings of this study indicated that many teachers were relatively conservative in their choice of text, rating the new alternative programs quite low. (1) It is possible that the teacher-raters simply preferred teaching a familiar, traditional, history-geography-based study of the United States to working with the content of an alternative program. However, the question arises as to what

effect the training and background of the teachers had on their attitudes toward new programs which depended more highly on social sciences such as anthropology or sociology for the core of their programs than on the "usual" history-geography combination.

Additional related research with a direct bearing on this study consists of two pieces of curriculum research--the Caswell-Nault Analysis of Courses of Study (2)and the Nault-Fischer-Passow Analysis of Courses of Study. (3) --which identified courses of study, curriculum guides, syllabi, and other instructional publications obtained from the chief officer of public instruction and from the county, city, and local systems within each of the fifty states. Curriculum Materials, (4) an annual publication of the Association for Supervision and Curriculum Development, supplied a bibliography of materials which was also consulted. From these sources, curriculum specialists selected (on the basis of their professional judgment) promising guides for analysis. The major criteria used to judge the bulletins under consideration were that the courses of study would cover: (a) all major subject areas; (b) the grades Kindergarten-Twelve; (c) all sections of the country; (d) school units of various sizes (city, county, state); and (e) publication dates of 1965 or later.

From the above analyses, Typical Course of Study - Kindergarten Through Grade 12, (5) by William H. Nault was developed. This work lists the topics found to be typically taught in the United States at each grade level (K-12) in social studies, science, language arts, health and safety, and arithmetic. With the permission of Dr. Nault, the topics for the area of social

K-6 were extracted and used as the basis for Part A of the Curriculum Rating Scale (CRS), one of the two instruments developed for use in this study.

In the light of such findings, a study of teacher evaluation of the traditional elementary social studies curriculum and of the characteristics of those teachers in their role as social studies instructors would appear to be of value in determining at least a partial answer to the question of why dissatisfaction with the present elementary social studies program is prevalent.

General Procedures

This study was conducted during the 1974-75 and 1975-76 academic years. During the fall and winter of 1974-75 identification and selection of participating school systems was made. Those school systems located in cities of 10,000 or above population within the State of Iowa and in the southern half of the State of Minnesota were contacted and supplied with background information and samples of the instruments to be used by participants--the Curriculum Rating Scale and the Teacher Information Form.* Thirty-eight school systems were contacted, and sixteen agreed to participate after presenting the proposal to their respective social studies curriculum committees. These sixteen participating systems represented both the geographical and population distribution aspects of the area.

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*Copies of the CRS and TIF may be found in the Appendix to this article.

Each school system participating in the study identified a time period in which to conduct the study in their schools. A four-week period for completion of participation was suggested. Thirteen systems participated between January and June of 1975, and three participated between September and November of 1975.

Each participating school system indicated the number of teachers at each grade level, K-6, who were involved in teaching social studies. A packet of materials consisting of the appropriate version of Part A of the CRS for the grade level and all of Parts B and C of this instrument, plus a copy of the TIF was prepared for each potential participant. Cover letters from the administrative offices of each system accompanied this material, and teachers participated on a self-selection basis, with about 68% of those contacted electing to participate. All materials were distributed and collected through the central administrative offices of the participating school systems.

Each participating elementary teacher completed the two survey instruments previously mentioned. The Curriculum Rating Scale contained the social studies topics found to be commonly taught at each grade level, K-6, placed in a format which allowed the teacher-participant to indicate his rating of each topic. A topic rating of 1 was the lowest rating possible, and a 5 the highest possible (Part A of the CRS). Teachers received only the list of topics commonly taught at their grade level, thus responding only for the grade level they were presently teaching. Each list of topics was followed by two questions regarding curriculum change with space in which to respond to them (Parts B and C of the CRS). Part B asked participants to indicate what topics

they would eliminate from the curriculum or transfer to another grade level. Part C asked teachers to suggest desirable additions to the curriculum, and to indicate what substitutions they would recommend for topics listed but considered inappropriate or irrelevant.

The second instrument (TIF) asked the teacher-participant to provide information about himself, his professional background, his teaching situation and preferences, and his training in the area of social studies. Participants completed both instruments on an individually anonymous basis. Number coding was placed on each set of instruments to prevent the possibility of mismatching the participan's CRS and TIF responses, the numbering for each grade level being of a different color to assist in sorting and data recording.

Analysis of Data

The following analysis of data was conducted. Two types of information were investigated regarding the Curriculum Rating Scale (CRS). First, a score for each topic, K-6, was derived by computing the average rating for the topic by all participating teacher raters. The rating-reliability of the average score thus derived was then estimated by computing the average off-diagonal inter-rater correlation and the Spearman-Brown prophecy formula.

Analysis of the data from the Teacher Information Form (TIF) consisted of first coding the data where possible, and categorizing the remainder. The TIF coded data was then merged with the CRS data. Correlations with ratings were computed between TIF scales and CRS ratings, using the TIF categories to compute AOV's

on the CRS. "Composite" profiles on the CRS ratings were then plotted for "significant" TIF scale values and categories.

Findings and Conclusions - CRS

This study would seem to indicate a desire and need for curriculum change in elementary social studies. On a five point rating scale, the highest average composite rating for any grade level was 3.6501. In reviewing the average composite ratings for all grade levels, K-6, according to the suggested guideline for retention (3.5 or above average rating) applied to individual curriculum topics, the traditional curriculum for several grade levels would be completely discarded. As seen in the table below, the composite average rating for Grades 2, 3, 4, and 6 does not meet the standard of an average rating of 3.5 or above.

Average Composite Rating of Curriculum Topics by Grade Level

Grade Level	Number of Topics	Average Composite Rating of Curriculum Topics*
Kindergarten	11	3.612
Grade One	17	3.582
Grade Two	15	3.389
Grade Three	11	3.312
Grade Four	11	3.344
Grade Five	13	3.650
Grade Six	13	3.416

*Figures rounded off to three decimal places.

This observation is confirmed when referring to the average ratings, topic by topic, of the individual grade levels. (See Tables 1-7 in Appendix for average ratings of individual topics by grade level.) Roughly, 27% to 76% of the topics would be retained at any one grade level (27% at fourth grade level, for example, and 76% at fifth grade level). The majority of the grade levels would retain one-third to one-half of the topics presented through the traditional curriculum, as represented by the CRS. The agreement of the raters in their ratings, according to correlation statistics, was at least 0.80 at all grade levels with the exception of the sixth grade level, reaching a 0.89 level of agreement for the first grade level. It would appear, therefore, that substantial curriculum change would be desirable and possible, thus paving the way for other and more important, appropriate and/or relevant topics which would better meet the child's need now and in his later life.

When extracting those parts of the "typical" course of study which participants rated sufficiently high for retention in the elementary social studies curriculum, the following grade level emphases may be seen.

Kindergarten
- home and individual relationships
- correlation of science/social studies concerning natural phenomena

Grade One
- citizenship/patriotism
- the school-community
- selected holidays, cultural and/or patriotic in nature

Grade Two
- community services and helpers
- citizenship/patriotism (through celebrations or national holidays)
- economics, illustrated by a study of food
- interdependence

*Grade Three - American Indians
- Pioneers
- Food sources
- Outstanding citizens (emphasis on citizenship and politics)
- Maps and globes

* The above was inadevertently omitted from the manuscript.

Grade Four
- relating home state to nation and world (interdependence)
- different types of communities and life styles
- study of the globe

Grade Five
- exploration and discovery
- settlement of the New World
- colonial and pioneer life
- westward movement
- industrial and cultural growth
- contemporary life in the U.S.
- natural resources -- science/social studies combination
- fundamental map skills - skills emphasis (U.S. history and geography with some evidence of other disciplines such as economics, sociology, anthropology, etc.)

Grade Six
- lands and people - Western Hemisphere
- Canada and Mexico
- international relationships
- map/chart/graph skills

All of these topics are extremely broad as stated, and reflect much of what can presently be found in a traditional or semi-traditional curriculum almost anywhere in the country. However, they could be approached and developed in a myriad of ways, either staying close to the traditional use of history and geography as the major social science disciplines to be developed within the expanding horizons approach -- or by inclusion of or a shift of emphasis to other social sciences disciplines as bases either within or outside of the expanding horizons scope and sequence.

It may very well be time for a complete restructuring of the elementary social studies curriculum to a structure along the lines of some of the recent global education formats -- one in which the world is viewed as a totality with the United States being one of many interdependent parts, rather than being presented as the focal point to which all other countries and cultures

are related or compared. Or, it may be that curriculum change can effectively be made within the expanding horizons framework, but with greater emphasis at each grade level on other nations, people, and cultures. Or, perhaps a still different structure needs to be developed.

At any rate, if the low-rated topics presently found in typical traditional curriculae are discarded, there is considerable opportunity to implement the topics suggested as highly desirable and, in some cases "necessary" additions to the curriculum would be feasible. In this manner, some improvement of curriculum effectiveness could be made, though one must keep in mind that curriculum is only one side of the coin. The training, skills level/and interest of the instructor is of at least equal importance.

Grade by grade, the following emphases might be considered as "necessary and/or desirable" curriculum additions. It may be noted that a number of these additions reflect a feeling that some primary topics should not be explored at a lower grade level. Others cross subject lines presently used, thus suggesting the desirability of correlation, particularly between the science/social studies areas.

Kindergarten - Safety/Health
- Community Helpers
- Self-concept/Values
- Career Education
- Life Styles

Grade One - Ecology
- Drug Education
- Self-concept/Values
- Family Relations

- Career Education
- Economics
- Social Conventions/Rules
- Human Relations

Grade Two
- Map/Globe Skills
- Economics
- Ecology
- Self-concept/Values
- Career Education
- Human Relations

Grade Three
- Citizenship/Patriotism
- Minority Groups
- Career Education
- Self-concept/Values
- Current Events
- Other Cultures
- Human Relations
- Maps/Globes/Graphs
- Economics

Grade Four
- Self-concept/Values
- Economics
- Human Relations
- Maps/Globes
- Current Events
- Career Education
- Our State
- The Metropolitan Community
- U.S. History
- Minorities
- Government
- Drug Education

Grade Five
- State History
- Map/Globe Skills
- Geography
- Career Education
- Current Events
- Minority Cultures
- Economics
- Government
- Drug Education

Grade Six
- Human Relations
- Current Events
- Self-concept/Values
- American History

Several trends which continue through at least several grade levels appear in these suggested additions. A strong emphasis on

Self-concept/Values and Human Relations, whether in a family/neighborhood or a broader setting, is found at most grade levels. Concern for upgrading children's skills in map and globe use (even though already represented in the traditional curriculum presented to the raters) is reemphasized. There also is a feeling that children need to be introduced to basic concepts in disciplines and topics which have a heavy bearing on the quality of life today -- such as economics and ecology. Interest in career education, newly mandated, also is strongly suggested. Overall, these and the other suggested additions fall into two broad areas, self and others, and basic cognitive information and skills.

A combination of the areas of the traditional curriculum which met the retention guideline and at least some of the areas suggested as additions to the curriculum might well produce a stronger elementary social studies curriculum. Individual school districts would need to make a thoughtful selection, based on local needs/goals as well as on state and national objectives.

Findings: Teacher Information Form (TIF)

The 1615 elementary teachers who responded to the Teacher Information Form (TIF) represent a self-selected sample in twelve Iowa and four southern Minnesota school systems in communities of 10,000 or above population. By grade level, the following number of participating teachers and the percentage of the total sample they represented were: K-178 (11%), Grade One-269 (17%), Grade Two-228 (14%), Grade Three-227 (14%), Grade Four-247 (15%), Grade Five-242 (15%), and Grade Six-207 (13%). Seventeen people

did not report the grade they were presently teaching. Not all teachers responded to all items. The number of "no responses" on individual items ranged from 29 to 417 but on only five of the items did more than 265 fail to respond.*

In reporting the percentage figures for responses to each of the eighteen items, the percentage is based on those who did respond to the item, and percentages add up to 100% on this basis.

The age range of the teachers in the sample was from 21-65 years of age, the average age being 39.3 years of age. Ninety percent of the responding elementary teachers were female. The majority of male teachers reporting taught at the fourth, fifth and sixth grade levels.

Only 1% of the teachers had less than a Bachelor's degree, while 78% had earned a Bachelor's degree, and 21% a Master's degree. Less than 1% of those reporting had completed a Specialist's or Doctor's degree, but indication that some people were working on advanced programs was given. The most frequent major area of degree study reported was in some area of education. Seventy-seven percent of the teachers reported education or elementary education as their major. Other areas reported as majors were: social sciences (9%); fine arts (3%); English (3%); sciences or mathematics (1%); administration, supervision, curriculum (4%); guidance counseling, psychology (2%); and home economics or industrial arts (less than 1%).

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*See Appendix A, Tables 8-13 contain complete information on each of the topics discussed.

The range of experience represented in this sample was from one to forty-seven years of teaching. Many of the more experienced teachers (37%) had taught at three or more elementary grade levels -- quite often, a notation that the individual's experience spanned K-8 was made. An additional 13% of those responding indicated they had taught at least one other grade level in their chosen area of the elementary school (K-2, 3-4, or 5-6). Experience in junior or senior high school, pre-school, and adult levels was represented, but by relatively small numbers of teachers. In most of these cases, such experience was reported by teachers now working at the fourth, fifth, or sixth grade levels.

Fifty-eight percent of the classrooms had enrollments of 20-25 students, with an additional 30% reporting enrollments of 26-30 students. Relatively few classrooms (4%) had an enrollment of less than 20 students, while 8% reported classrooms of over thirty students. Most of the over-30 classrooms were reported within a team-teaching situation.

A solid majority of the classrooms (69%) were organized along self-contained lines, with or without some modifications of the traditional format. An additional 12% reported an IGE-type organization, while 10% were reported as departmentalized and 3% as semi-departmentalized. An open space/team taught or individualized organization was reported by 8% of the respondents. Less than one percent reported an ungraded/multi-age setting.

When teachers were asked what type of classroom organization they preferred, 55% identified the self-contained classroom,

often suggesting some degree of modification from the strictly traditional. Twenty-nine percent preferred the individualized/open space/team taught/ICE-type of organization, while fourteen percent opted for a departmentalized or semi-departmentalized setting. Other organizational forms mentioned (respectively, 2% or less) were activity-based, ungraded-multiage, and ability-grouped settings. A very few (less than 1%) suggested a self-contained primary (K-3) with a departmentalized upper grades (4-6).

The most common forms of organization of the social studies program itself were unit-based programs (54%), text-based programs (24%), and a combination of text and unit base (17%). The remaining 5% of the responses indicated a curriculum guide base, a combination of text and curriculum guide as a base, kit-based programs, teacher-written programs, or individualized programs.

Teachers chose textbooks (52%) as their favorite resource for student use more than any other type of material. An additional 14% preferred the children use library/audio-visual/media center resources heavily as their main source of information, while 5% reported a heavy use of commercial kits (mostly reported at Kindergarten or early primary levels). Fourteen percent of the respondents indicated they had no special or favorite resource for child's use and/or used no text. A wide variety of resources accounted for the remaining 15% of the responses. (See Appendix A).

The choice of supplementary material regularly used in the classroom indicated heavy use of general library/media center

materials such as trade books, magazines, picture sets, films, filmstrips, newspapers, etc. -- items found in most materials centers in elementary schools today -- by 92% of the responding teachers. Another 3% said they focused on the use of resource people and other community resources, although they also made consistent use of media center materials.

Thirty-eight percent of the teachers surveyed indicated their formal background in social studies was limited to required courses and/or the methods course required for their degree, while 15% reported having taken college courses in a variety of social science disciplines (some of which may have reflected requirements). However, 7% reported a major or minor earned in some area of the social sciences. Others reported work on local district curriculum committees, daily living, travel, self-teaching, workshops, inservice, interest, living or working in another country, and a variety of job experiences -- all in small percentages. Though not recorded, as the intent of the question was to determine formal background, a large number of teachers cited teaching this subject area over a number of years as a significant part of their background. Only 4% regarded themselves as having little or no background in social studies.

By far, the greatest number of teachers (50%) cited short-term workshops, seminars, institutes, and inservice days as their latest inservice training in social studies or social studies-related areas. Fifteen percent had taken one or more graduate or undergraduate social science courses in the five years preceding the study. Twenty-nine percent indicated they considered

their participation in a pilot program in social studies as in-service training. Since they did not describe what type of pilot program, it is not possible to determine if these were actual experimental programs, per se, or the first year of working with a new text series or other materials, for example.

When considering the single factor teachers felt most strongly influenced what social studies topics were taught at their grade level, 40% of those responding indicated the child's interest, needs, background, and ability, and "what will help the child to live in today's society" to be most influential. Twenty-one percent indicated they felt the local curriculum guide and/or curriculum committee to be of greatest influence.

Most elementary teachers appear to carry heavy teaching loads. Fifty-four percent teach all academic areas plus having responsibility for one or more of the following: art, music, and physical education. Fifteen percent carry all academic areas, but no art, music, or physical education. An additional eleven percent carry four academic areas besides social studies, with another 5% carrying this load with some degree of responsibility for art, and/or music, and/or physical education. Therefore, 85% of the participating teachers have almost total responsibility for implementing all or most all of the areas of the curriculum. The remaining 15% of those reporting range from a very few (5 people) who teach only social studies, through responsibility for about one-half of the subject areas in the elementary school for their grade level.

Conclusions (TIF)

1. The average age and range of experience of the teachers in the sample suggests a relatively high level of experienced teachers in our elementary schools. Three hundred eighty-nine (26%) of the teachers who responded to this item had 5 or less years of experience, 324 (21%) had 6-10 years of experience, 234 (14%) reported 11-15 years of experience, and 639 (38%) reported over 15 years of teaching experience. Of that 38%, 148 (5%) reported 30 or more years of experience. These figures suggest a good balance of age/experience from beginning through middle through high levels of experience in our elementary schools. Roughly one-fourth of the teachers could be classified as relatively inexperiences (26%), while 36% (6-15 years of experience) might be classified as in the middle of their teaching careers, and 38% as highly-experienced personnel. At <u>least</u> 59% of the respondents had taught at least one other grade level other than the one they were presently teaching.

2. These elementary teachers represent a desirable level of trained teachers. Many of the 78% with an earned Bachelor's degree indicated hours beyond the Bachelor's. A similar, though somewhat fewer in number were represented, situation existed with those who had completed Master's degrees. In reviewing declared majors and minors, it was found that 97% were trained directly for elementary teaching. Forty-one percent of the teachers had either majors or minors in social studies. It would appear that the schools have access to people with expertise in various social science areas via their existing faculty, which could be tapped to assist others with less background.

3. The self-contained classroom, or modifications thereof, remains the most common form of organization with 69% reporting that as the organization in which they worked, and 55% choosing it as their preference in classroom organization. However, there appears to be a desire on the part of many teachers for more open space/team taught classrooms. While only 8% of the respondents reported working in such a setting, 29% indicated this format as their preference in organization. There appears to be little desire for additional departmentalized settings, as 13% reported working in this format and 14% indicated it as their preferred form of organization. It would seem that it would be quite possible for schools to offer a variety of classroom organization within their systems and to staff these classrooms with teachers who prefer these particular forms of organization -- an action which might well be of definite value to both teachers and students.

4. Most social studies programs (95%) were organized around units (56%), a text or texts (24%), or a combination of unit and text (17%). With only 21% indicating the local curriculum, and 40% noting the child's interest, needs, ability, and background to be the crucial factor, there would seem to be a need for strengthening the local curriculum guide. Textbooks were generally favored (by 52%) as the favorite resource for a child's use. While the textbook, next to the teacher, may well be the most valuable single resource in the classroom on an overall basis, it would seem that texts may be "exerting undue influence", actually being the major basis for the curriculum in many cases. Even a

very good text cannot meet the majority of the child's needs; and units, without being placed within the framework of curriculum guidelines designed to meet local needs, are unlikely (1) to provide a cohesive program with adequate internal progression or (2) to ensure that basic generalizations are adequately developed on a longitudinal basis.

5. While teachers, overall, appear to make good use of what might be designated "common resources", there is relatively little indication that teacher-generated materials are widely used, or that the resources which every community contains are brought to bear upon the development of the social studies curriculum. With the present and ever-growing emphasis on career education, more and better use of the community would seem desirable.

6. Regular use of supplementary material is widely made in the classroom, but again reflects the reliance of teachers on the school's media center. Many of the newer forms of supplementary material are unused -- whether from lack of time to prepare and use them, unfamiliarity with or lack of knowledge of them, or inability to obtain them is not known.

7. Though teachers are involved in inservice training, much of it appears to be of a type which affords minor help in effectively implementing the social studies curriculum in the classroom. Courses do build needed background, and workshops on the correct use of the text series do assist the teacher, and such things as travel and reading do allow teachers to bring items of added interest into the classroom. All of these are beneficial.

However, these items, as reported, appear spotty and unfocused. There does not appear to be any clear-cut effort, thrust, or focus by which elementary teachers are being assisted and/or required to upgrade their effectiveness as social studies instructors. This would seem to be both an area of need and an area in which organized inservice, focused on effective implementation of various areas of the social studies curriculum, is needed.

8. The teaching load of elementary teachers is very heavy--one reason perhaps, why many of the desirable approaches (such as fuller use of the community and new materials) is not as widely used as it could be. Much of what makes the investigation and solutions of social studies problems by students effective requires extensive preparation by the teacher. With such heavy loads, which include widely diversified subject areas (each of which requires its own type of preparation), it is likely that most teachers have neither the time nor the energy to adequately prepare without slighting some area. If, in addition, the teacher has little, or only a moderate background and/or interest in social studies, the program is likely to fall short of fully meeting its educational goals.

Recommendations (CRS and TIF)

To improve the implementation of the social studies curriculum in the classroom, the following might be both necessary and desirable.

1. Each school system should develop a strong curriculum needs, etc. of the local students, as well as general state and national goals.

2. Materials of a variety of types should be available. These materials, including texts, should be chosen on the basis of their value in assisting the implementation of the local curriculum.

3. Teachers should have on-going inservice training, perhaps on a "turn" basis with other subject areas, which focuses on their weaknesses and/or the skills most important in implementing the local curriculum. If the school does not wish to develop such a local program, teachers should be required/urged to regularly show evidence of strengthening their weaknesses, etc. in social studies areas through other means -- the workshops, seminars, institutes, college courses, etc. mentioned by many -- but in a planned rather than a hit-or-miss fashion.

4. Curriculae should be continuously revised to meet current needs based on input by teachers, students, and parents.

5. Teachers with special expertise should be used to help others with a lesser degree of expertise--not necessarily through departmentalization. An effort should be made to upgrade each teacher's effectiveness in social studies because it correlates so closely with other subject areas.

6. Time should be provided during the regular school day for planning and preparation. This time should be of sufficient frequency and length to allow real progress to be made ---and should not be at the end of the school day.

7. Classes appear to be, for the most part, of reasonable size. However, with the heavy demands on teacher time, assistance in the classroom by qualified individuals could be of great help to the teacher.

FOOTNOTES

(1) Breiter, Joan and Jack Menne, "A Procedure for Textbook Evaluation Illustrated by an Analysis of Fifth Grade Social Studies Texts." Iowa State Journal of Research, Volume 50, No. 2, November 1975.

(2) Caswell-Nault Analysis of Courses of Study. Field Enterprises Educational Corporation. Chicago, Illinois, 1954.

(3) Nault-Fischer-Passow Analysis of Courses of Study. Field Enterprises Educational Corporation, 1963.

(4) Curriculum Materials, ASCD Exhibit of Curriculum Materials at the 26th Annual Conference. Association for Supervision and Curriculum Development, National Education Association, Washington, D.C., 1971.

(5) Nault, William H. Typical Course of Study-Kindergarten through Grade 12, Field Enterprises Educational Corporation, 1970.

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Breiter, Joan and John Menne. "A Procedure for Textbook Evaluation Illustrated by an Analysis of Fifth Grade Social Studies Texts." Iowa State Journal of Research, Vol. 50, No. 2, November 1975.

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Curriculum Materials, ASCD Exhibit of Curriculum Materials at the 26th Annual Conferences. Association for Supervision and Curriculum Development, National Education Association. Washington, D.C. 1971.

Nault-Fischer-Passow Analysis of Courses of Study. Field Enterprises Educational Corporation, Chicago, Illinois, 1963.

Nault, William H. Typical Course of Study-Kindergarten Through Grade 12. Field Enterprises Educational Corporation, Chicago, Illinois, 1963.

APPENDIX A

TABLE I

KINDERGARTEN - TYPICAL COURSE OF STUDY

Mean Rating of topics, Reliability of Ratings, Number of Raters

Topics	# of Raters	Mean Rating*
1. Meaning of holidays	179	3.8045
2. Role of home and family	178	4.4494
3. Characteristics of home and family	177	4.1751
4. Location of home and school	175	3.6743
5. Diagram of home and school	173	2.6243
6. Relationship between home and school	172	3.9070
7. Relationship of individual to the group	177	4.4294
8. Children in other lands	178	2.8876
9. Why things change	176	3.1875
10. Where things come from	176	3.3523
11. How things change	176	3.2386
Mean rating of all topics		3.612
Total number of raters in sample for this level	180	
Spearman-Brown average interitem reliability estimate for the mean rating of all items		0.85

*A mean rating of 3.5 or above is suggested for retention of topic in the curriculum for the grade level; the lowest rating possible was 1 and the highest possible was 5.

TABLE 2

GRADE ONE - TYPICAL COURSE OF STUDY

Mean rating of Topics, Reliability of Ratings, Number of Raters

Topic	# of Raters	Mean Rating*
1. Citizenship	263	4.3118
2. Neighborhood helpers	260	3.6115
3. Our American heritage	259	3.3938
4. Holidays	174	3.8391
5. Christmas	258	3.8062
6. Mother's Day	258	3.4341
7. Lincoln's Birthday	259	3.6332
8. St. Valentine's Day	258	3.3876
9. Halloween	259	3.3591
10. Thanksgiving	259	3.9653
11. Father's Day	242	3.3430
12. Washington's Birthday	258	3.6085
13. Hannukkah	246	3.2927
14. Make and read a simple neighborhood map	259	3.4363
15. School-community	261	3.9157
16. Homes in other lands	259	3.1544
17. Farm and zoo	260	3.4000
Mean rating of all topics		3.582
Total number of raters in sample for this level	265	
Spearman-Brown average interitem reliability estimate for the mean rating of all items		0.89

*A mean rating of 3.5 or above is suggested for retention of topic in the curriculum for the grade level; the lowest rating possible was 1 and the highest possible was 5.

TABLE 3

GRADE TWO - TYPICAL COURSE OF STUDY

Mean Rating of Topics, Reliability of Ratings, Number of Raters

Topic	# of Raters	Mean Rating*
1. Community services and helpers	227	3.8458
2. Holidays and festivals	168	3.4107
3. Easter	197	3.0812
4. Passover	189	2.5820
5. Christmas	199	3.3317
6. Hannukkah	195	2.8564
7. Patriotic celebrations	220	3.7227
8. Our food	178	3.6798
9. Dairy and Bakery	209	3.4258
10. Garden and Greenhouse	210	3.3000
11. Markets and Stores	211	3.3697
12. Shelter	223	3.2377
13. Families around the world	224	3.4955
14. Communities in other lands	227	3.3524
15. Interdependence of people	223	4.1480
Mean rating of all topics		3.389
Total number of raters in sample for this level	232	
Spearman-Brown average interitem reliability estimate for the mean rating of all items		0.85

*A mean rating of 3.5 or above is suggested for retention of topic in the curriculum for the grade level; the lowest rating possible was 1 and the highest possible was 5.

TABLE 4

GRADE THREE - TYPICAL COURSE OF STUDY

Mean Rating of Topics, Reliability of Ratings, Number of Raters

Topic	# of Raters	Mean Rating*
1. Community helpers	220	2.6545
2. History and development of local community	222	3.2748
3. American Indians and pioneers	222	3.6532
4. Shelters of animals and people	223	2.9327
5. Transportation today and yesterday	223	3.1031
6. Sources of our food	224	3.5179
7. Sources of our clothing	222	3.2162
8. Shelter	220	3.1364
9. Some great Americans	223	3.6143
10. Holidays and folk customs	221	3.1991
11. Flat maps and the globe	226	4.1239
Mean rating of all topics		3.3115
Total number of raters in sample for this level	230	
Spearman-Brown average interitem reliability estimate for the mean rating of all items		0.80

*A mean rating of 3.5 or above is suggested for retention of topic in the curriculum for the grade level; the lowest rating possible was 1 and the highest possible was 5.

TABLE 5

GRADE FOUR - TYPICAL COURSE OF STUDY

Mean Ratings of Topics, Reliability of Ratings, Number of Raters

Topics	# of Raters	Mean Rating*
1. History and development of the local state	250	3.1600
2. Relationship of the state to the the region, the nation, and the world	249	3.6225
3. Geographic or climatic regions of the world	246	3.3943
4. Lands of four seasons	236	3.1356
5. Hot, dry desert lands	242	3.1405
6. Cold lands	242	3.1198
7. Hot lands	240	3.0833
8. Mild lands	239	3.0586
9. Mountainous lands	240	3.1000
10. Types of community life	244	3.6475
11. Uses of the globe	249	4.3213
Mean rating of all topics		3.3439
Total number of raters in sample for this level	252	
Spearman-Brown average interitem reliability estimate for the mean rating of all items		0.86

*A mean rating of 3.5 or above is suggested for retention of topic in the curriculum for the grade level; the lowest possible rating was 1 and the highest possible was 5.

TABLE 6

GRADE FIVE - TYPICAL COURSE OF STUDY

Mean Ratings of Topics, Reliability of Ratings, Number of Raters

Topics	# of Raters	Mean Rating*
1. Exploration and Discovery	239	3.6234
2. Establishment of settlements in the New World	239	3.6736
3. Colonial life in America	240	3.5792
4. Pioneer life in America	240	3.5333
5. Westward movement	237	3.7215
6. Industrial and cultural growth	236	3.8305
7. Life in the United States and its possessions today	237	4.0549
8. Our presidents and famous people	236	3.4280
9. Natural resources of the United States	237	4.1603
10. Geography of the United States	238	4.2395
11. Relationship of the United States with Canada	235	2.7447
12. Comparative cultures of Canada	232	2.3147
13. Fundamental map skills	237	4.5485
Mean rating of all topics		3.6501
Total number of raters in sample for this level	241	
Spearman-Brown average interitem reliability estimate for the mean rating of all items		0.82

*A mean rating of 3.5 or above is suggested for retention of topic in the curriculum for the grade level; the lowest possible rating was 1 and the highest possible was 5.

TABLE 7

GRADE SIX - TYPICAL COURSE OF STUDY

Mean Rating of Topics, Reliability of Ratings, Number of Raters

Topics	# of Raters	Mean Rating*
1. Lands and peoples of the Western Hemisphere	207	3.5845
2. Canada and Mexico	208	3.6058
3. Our neighbors in Central America and the West Indies	208	3.3029
4. Our neighbors in South America	210	3.3000
5. Australasia	199	2.4623
6. Relationships between nations	205	3.9854
7. United Nations	201	3.2239
8. Transportation and Communication	202	3.5891
9. World trade	206	3.3689
10. Eurasia and Africa	207	2.9117
11. Map reading skills	212	4.5330
12. Reading charts and graphs	210	4.4762
13. School camping (optional)	164	2.0488
Mean rating of all topics		3.4157
Total number of raters in sample for this level	216	
Spearman-Brown average interitem reliability estimate for the mean rating of all items		0.68

*A mean rating of 3.5 or above is suggested for retention of topic in the curriculum for the grade level; lowest possible rating was 1 and highest possible was 5.

TABLE 8

GENERAL BACKGROUND OF PARTICIPATING TEACHERS

ITEM	Grade Level K		1		2		3		4		5		6		C	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
SEX																
Female	178	100	260	99	227	99	223	98	229	94	188	80	127	61	1431	90
Male			3	1	2	1	5	2	14	6	48	20	80	39	152	10
No Response	2	1	2	1	3	1	2	1	9	4	5	2	9	4	32	2
HIGHEST DEGREE COMPLETED																
Bachelor's	150	86	214	81	184	79	183	81	192	79	165	69	145	68	1232	78
Master's	23	13	48	18	43	19	40	18	48	20	70	29	66	31	338	21
Specialist's							1	0	2	1	3	1	1	0	7	0
Doctor's							1	0							1	0
Associate's	2	1	2	1	1	0	1	0	2	1					8	1
No Response	5	3	1	0	4	2	4	2	8	3	3	1	4	2	29	2
MAJOR AREA IN DEGREE PROGRAM																
Education, Elementary Education	147	86	216	83	174	77	180	80	183	75	162	68	145	69	1206	77
Social Sciences	8	5	20	8	18	8	18	8	18	7	32	14	28	13	142	9
Fine Arts	4	2	4	2	7	3	8	4	15	6	9	4	3	1	50	3
English	4	2	4	2	9	4	8	4	8	3	7	3	7	3	47	3
Sciences & Mathematics	2	1	2	1	1	0	2	1	5	2	3	1	7	3	22	1
Administration, Supervision, Curriculum	2	1	9	3	13	6	4	2	6	2	17	7	14	7	65	4
Guidance, Counseling, Psychology	3	2	5	2	2	1	3	1	5	2	7	3	7	3	32	2
Home Economics, Industrial Arts	1	1			1	0	2	1	3	1					7	0
No Response	9	5	5	2	7	3	5	2	9	4	4	2	5	2	44	3
MINOR AREA IN DEGREE PROGRAM																
Education, Elementary Education	22	17	38	17	28	16	18	10	25	13	27	13	24	14	182	14
Social Sciences	33	25	52	24	64	37	65	35	70	36	79	38	64	36	427	33
Fine Arts	30	23	44	20	24	14	45	24	37	19	27	13	16	9	222	17
English	24	18	35	16	33	19	27	15	33	17	27	13	24	14	203	16
Sciences & Mathematics	13	10	26	12	11	6	15	8	15	8	31	15	25	14	136	11
Admimistration, Supervision, Curriculum	1	1	1	0					2	1	1	0	2	1	7	1
Psychology, Guidance, Counseling	3	2	12	6	9	5	10	5	6	3	7	3	4	2	51	4
Business	1	1	1	0	1	1					3	1	2	1	8	1
Physical Education	2	2	7	3	1	1	4	2	5	3	6	3	12	7	37	3
Home Economics, Industrial Arts	2	2	2	1	3	1	2	1	2	1	1	0	4	2	16	1
No Response	48	36	47	22	58	33	44	24	57	29	32	15	39	22	325	25
AGE (Average in Years)*	41.58		38.58		40.98		40.07		40.60		40.02		37.74		39.90	

*Age range ran from 21-67 throughout the sample. See text for description(s). Average age is recorded above.

TABLE 9

TEACHING EXPERIENCE OF PARTICIPATING TEACHERS

	Grade Level															
	K		1		2		3		4		5		6		O	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
GRADE LEVEL(S) PREVIOUSLY TAUGHT																
Kindergarten	63	36	22	9	2	1	4	2			1	0			92	6
Grade One	24	14	50	20	26	12	6	3	4	2	1	0	2	1	113	7
Grade Two	4	2	31	12	40	17	23	10	5	2					103	7
Grade Three	2	2	6	2	32	14	29	13	14	6	2	1	3	1	89	6
Grade Four			3	1	3	1	16	7	38	16	16	7	4	2	80	5
Grade Five			1	0	1	0	3	1	14	6	29	13	27	13	74	5
Grade Six							1	0	10	4	18	8	30	14	59	4
Primary Level, K-2	21	12	35	14	12	5	28	13	4	2	1	0			101	7
Intermediate Level, 3-4			2	1	4	2	7	3	7	3	3	1	3	1	26	2
Upper Elementary, 5-6	1	1	2	1			2	1	15	6	18	8	18	9	56	4
Across Levels, 3 or less grades	23	12	40	16	47	21	40	18	41	18	55	24	46	22	291	19
Across Levels, 4 or more grades	21	12	38	15	38	17	42	19	56	24	49	21	29	14	273	18
No Experience at another level	2	1	5	2	5	2	5	2	3	1	2	1	8	4	30	2
Substitute Work, One or More Grades	2	1	2	1			1	0	1	0					6	0
Middle School (5-8 or 6-9)			1	0			2	1	1	0	2	1	2	1	8	1
Elementary Plus High School	5	3	11	4	8	4	11	5	17	7	27	12	25	12	104	7
High School & Adult Levels only									1	0	1	0	2	1	4	3
Elementary Plus Pre-School			4	2	1	0							6	3	5	0
Junior High Only							1	0	2	1					9	1
Junior-Senior High School	1	1					1	0	1	0	1	0	2	1	6	0
Pre-school															3	0
College Level							1	0							1	0
Elementary, Junior-Senior High School and College			1	0			1	0			2	0			4	0
No Response	7	14	11	4	13	6	6	3	18	8	11	5	9	4	76	5
YEARS OF EXPERIENCE																
Range	1-44		1-46		1-45		1-42		1-47		1-42		1-44		1-47	
Average	15.04		13.51		15.38		14.15		14.79		13.88		12.81		14.21	
No Response	1	1	3	1	5	2	1	0	9	4	3	1	7	3	29	2

TABLE 10

MATERIALS USED IN THE CLASSROOM

	Grade Level															
	K		1		2		3		4		5		6		C	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
FAVORITE RESOURCE FOR CHILDREN'S USE																
Media Center Resources	19	16	37	18	32	18	25	14	15	8	16	9	27	18	171	14
Community Resources/Environment	4	3	5	2	3	2	5	3	5	3	3	2			25	2
Teacher-made Materials	6	5	8	4	11	6	7	4	5	3	3	2	2	1	41	3
Commercial Kits	21	18	18	9	10	6			5	3	2	1	1	1	57	5
Research/Resource Materials	1	1	2	1	5	3	4	2	7	4	9	5	5	3	33	3
Correlated Filmstrips, Work Materials			1	0	2	1	1	1	4	2	2	1	98	65	10	1
Text or Texts	35	31	94	45	91	55	85	53	113	63	95	66	20	13	616	52
No Special Favorite	19	16	31	15	18	10	23	13	26	14	28	15			165	14
Idea Book (Childcraft)			1	0			2	1								
The Teacher			1	0	2	1									3	0
Unitexts	2	2	2	0			2	1	3	2	1	1			10	1
Material Developed by District	12	10	3	1	1	7	4	3	2						26	2
MACCS											2	1	1	1	3	0
No Response	60	50	59	29	57	33	53	30	66	35	60	33	62	40	417	35
SUPPLEMENTARY MATERIAL REGULARLY USED																
Media Center Resources	154	92	235	93	199	91	202	91	213	92	208	92	179	93	1389	92
Parents as Resources							1	0	1	0	2	1	1	1	5	0
Resource People & Community	5	3	11	4	8	4	11	5	7	3	5	2	3	2	50	3
Commercial Kits	5	3	3	1	1	0	2	1	4	2	2	1	3	2	20	1
Material Produced by Children	1	1	2	1	4	2	2	1	2	1	4	2	4	2	19	1
Art/Drama			1	0	3	1			1	0	2	1			5	0
Media Resources from AEA					1	0					2	1	1	1	4	1
Teacher-Made Items	2	1			3	1	3	1	3	1	1	0	1	1	14	1
Text/Multi-texts													1	1	2	0
Unitexts																
No Response	13	8	13	5	13	6	9	4	21	9	15	7	23	12	107	7

TABLE II

CLASSROOM ORGANIZATION

	Grade Level															
	K		1		2		3		4		5		6		C	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
PRESENT FORM OF CLASSROOM ORGANIZATION																
Self-contained	161	90	206	78	179	79	167	74	154	63	105	44	83	40	1054	67
Ungraded/Multiage					1	0	2	1			1	0	1	0	5	0
Departmentalized			2	1	2	1	4	2	31	13	52	22	64	31	155	10
Semi-departmentalized			1	0	4	2	6	3	8	3	11	5	13	6	43	3
Open Space/Team Taught	4	2	25	10	10	4	11	5	13	5	19	8	13	6	95	6
Self-contained/Team Taught			3	1	1	0	1	0	1	0	3	1			9	1
Team Taught	1	1	3	1	5	2	2	1	5	2	10	4	6	3	32	2
IGE or Other Special Program	8	4	23	9	23	10	32	14	31	13	36	15	29	4	182	12
Self-contained/Open Space Setting	4	2			1	0									5	0
No Response	2	1	2	1	6	3	5	2	9	4	4	2	7	3	35	2
CLASS SIZE																
Under 20 Students	11	6	13	5	13	6	11	5	10	4	6	3	3	1	67	4
20-25 Students	106	61	178	69	160	71	126	58	129	55	108	46	89	44	895	58
26-30 Students	49	28	52	20	43	19	63	29	74	31	87	37	91	45	459	30
Over 30 Students	7	4	16	6	10	4	18	8	23	10	32	14	19	9	125	8
No Response	7	4	6	2	6	3	11	5	16	7	8	3	14	7	68	4
FORM OF CLASSROOM ORGANIZATION PREFERRED																
Self-contained	110	77	143	62	128	64	99	51	118	56	78	39	61	35	736	55
Individualized/Open Space, IGE Type	23	16	46	20	43	22	52	27	38	18	37	18	42	24	281	21
Departmentalized	1	1	8	3	11	6	11	6	31	15	55	27	55	32	172	13
Activity-Based			3	1	6	3	4	2	4	2	7	3	1	1	25	2
Team Taught	5	4	26	11	7	4	24	12	16	8	20	10	8	5	106	8
Ungraded/Multiage	1	1	1	0	1	1	1	1			1	0			5	0
Semi-departmentalized					2	1	3	2	2	1	2	1	2	1	11	1
Self-contained Primary and Departmentalized Upper Grades	1	1	2	1			1	1							4	0
Ability Grouped	1	1	1	0	2	1			1	0	2	1	3	2	10	1
No Response	38	27	35	15	32	16	35	18	42	20	39	19	44	26	265	20

TABLE II Continued on next page.

TABLE II (Continued)

CLASSROOM ORGANIZATION

	Grade Level															
	K		1		2		3		4		5		6		C	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
TYPE OF SOCIAL STUDIES PROGRAM IN TEACHER'S CLASSROOM																
Unit-based	147	84	155	60	118	52	99	44	121	50	110	47	99	47	848	54
Curriculum Guide-based	5	3	1	0			1	0							7	0
Text-based	10	6	59	23	61	27	57	26	69	28	60	26	54	26	370	24
Combination, Text & Curriculum Guide			2	1			3	1					1	0	6	0
Combination, Text & Units	9	5	33	13	43	19	54	24	41	17	42	18	39	19	261	17
Kit-based	1	1	2	1							1	0			4	0
Multi-media based	1	1	3	1			3	1			8	3	7	3	22	1
Teacher-Written Program	2	1	2	1	1	0	2	1			2	1			9	1
Individualized			2	1			1	0	1	0			1	0	5	0
Not Teaching Social Studies This Year-Departmentalized	1	1	1	0	3	1	1	0	7	3	8	3	9	4	30	2
No Response	4	2	5	2	6	3	7	3	9	4	7	3	6	3	44	3
TEACHING RESPONSIBILITIES BEYOND SOCIAL STUDIES																
Two-thirds or more of the Subject Areas	158	89	243	95	205	92	211	96	202	84	172	75	129	63	1319	85
One-third to Two-thirds of the Subject Areas	10	6	14	4	17	7	10	4	36	13	47	20	53	26	181	13
Less than One-third of the Subject Areas	2	2	1	0	1	0	0	0	9	3	11	4	21	9	45	2
No Response	10	6	7	3	9	4	9	4	11	5	1	0	12	6	69	4

TABLE 12

TEACHERS FORMAL SOCIAL STUDIES BACKGROUND AND INSERVICE TRAINING

TEACHER'S FORMAL SOCIAL STUDIES BACKGROUND	Grade Level															
	K		1		2		3		4		5		6		C	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Required College Courses for Degree	72	55	109	50	78	44	88	47	59	30	39	20	37	23	481	38
Courses, Undergraduate or Graduate in Social Science Disciplines	17	13	16	7	20	11	27	14	45	23	43	22	28	13	196	15
Courses Plus Local Work for District	6	5	9	4	12	7	8	4	7	4	9	5	5	3	56	4
Minor or Area in a Social Science	12	9	13	6	17	10	16	8	28	14	37	19	27	12	150	12
Major in a Social Science	1	1	5	2	5	3	9	5	11	6	15	8	22	13	68	5
Local Work for District	2	2	5	2	6	3	2	1	3	3	3	2	2	1	23	2
Daily Living	1	1	3	1	2	1					1	1	2	1	9	1
Self-taught	2	2	9	4	6	3	8	4	6	3	8	4	8	5	47	4
Travel	2	2	4	2	7	4	9	5	9	5	10	5	8	5	49	4
Little or no Background	6	5	19	9	7	4	3	2	4	2	8	4	3	2	50	4
Courses/Travel/Living in Various Areas	3	2	10	5	4	2	9	5	15	8	10	5	12	7	63	5
Courses/Travel/Jobs in other Fields			3	1	2	1	3	2	2	1	4	2	5	3	19	1
Workshops	2	2				1	6	3	1	1					4	0
College Courses & Workshops	4	3	11	5	6	3	1	1	7	4	4	2	1	1	30	3
Inservice Training	1	1	1	0	3	2					1	1			7	1
Personal Interest	1	1	2	1	1	2			2	1	1	1	2	1	9	1
Living in another Country			1	0											1	0
No Response to Item*	48	36	45	20	55	31	41	22	53	27	48	25	53	33	343	27
LATEST INSERVICE IN SOCIAL STUDIES																
Workshops/Seminars/Institutes	34	27	48	23	32	20	46	26	49	26	45	25	44	27	298	25
Graduate or Undergraduate Courses within past 5 years	13	10	22	11	27	17	26	15	28	15	30	16	33	20	179	15
Graduate or Undergraduate Courses Over 5 Years Ago	3	2	9	4	5	3	6	3	5	3	2	1	6	4	36	3
School Visitation	2	2									1	1			3	0
Inservice Days	43	34	50	24	41	25	45	25	48	25	44	24	27	17	398	25
Committee Work for District	4	3	4	2	4	2	4	2	3	2	6	3	3	2	28	2
Travel &/or Self-study			1	0	1	1			3	2			1	1	6	0
Conventions	1	1					1	1	1	1	2	1			5	0
Participation in Pilot Program	27	21	71	34	50	31	51	28	52	27	50	27	48	29	349	29
None Recently			3	1	1	1			3	2	2	1	1	1	9	1
No Response	53	42	57	27	71	44	51	28	60	31	58	32	53	33	402	33

*A common answer indicated many teachers felt that teaching the social studies program was a minor part of the background. Though this is a valid answer, in general, it does not respond to the intent of the question, the purpose of which was to determine "formal" background.

TABLE 13

FACTORS INFLUENCING CURRICULUM SELECTION

FACTORS MOST INFLUENTIAL IN DETERMINING TOPICS TAUGHT	Grade Level K		1		2		3		4		5		6		C	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Children's Interests/Needs/ Background/Ability	81	34	94	40	63	31	63	32	59	28	39	19	40	22	439	32
Curriculum Guide/Committee	25	17	34	14	55	27	41	21	51	24	47	23	37	21	290	21
Teacher Preference/Ability	6	4	14	6	10	5	14	7	11	5	13	6	18	10	86	6
Text & Available Resources	1	1	6	3	5	2	10	5	11	5	7	3	6	3	46	3
Community &/or Environment	5	3	12	5	4	3	1	1	4	2	1	0			27	2
Materials Available	1	1	10	4	7	3	8	4	8	4	7	3	9	5	50	4
Text/Curriculum Guide	1	1	4	2	6	3	3	2	6	3	7	3	3	2	30	2
Topics Helpful in Living in Today's World	9	6	21	9	12	6	14	7	19	9	22	11	12	7	109	8
Current Events	10	7	10	4	9	4	15	8	7	3	14	7	17	10	82	6
Government Body							1	1			1	0	1	1	3	0
Materials Required to be Used			7	3			5	3	5	2	7	3	5	3	38	3
Don't Know	2	1			4	2	3	2	2	1	2	1	3	2	16	1
None									2	1	3	1	2	1	7	1
Text					1	0							2	1	3	0
Staff Decisions	4	3	15	6	14	7	15	8	21	10	11	5	15	8	95	7
Patriotism			1	0	2	1	3	2	3	1	10	5	1	1	20	1
Classroom Organization							1	1			8	4	3	2	12	1
Time													1	1	1	0
Availability of Resource People	1	1	5	2			1	1			3	1	2	1	12	1
Cooperation within School	1	1													1	0
Class Composition			1	0											1	0
Relationship Among Home, Family School	1	1	1	0	1	0	1	1	2	1					6	0
Values	2	1											1	1	3	0
No Response	30	20	29	12	29	14	31	16	41	19	39	19	38	21	236	17
TOTAL NUMBER OF PARTICIPANTS	180		265		232		230		252		241		216		1615	

TABLE 14

SUGGESTED ADDITIONS TO THE CURRICULUM FOR KINDERGARTEN

Addition	# Suggesting	Addition	# Suggesting
Birthdays	2	School Helpers	3
Seasons	5	Economics	2
Calendar	2	Minority Cultures	3
Home/Family	3	American Heritage	1
Circus	5	Non-verbal Communication	2
Farm	2	Characteristics of Schools	1
Safety/Health	7	Roles in Society/Life Styles	6
Community Helpers	29	Human Relations	3
Night/Day	1	Ecology	2
Weather	2	Animals	1
Food/Water	1	Futurism	1
Foreign Language	1	Development of Writing	1
Map Skills	3	Social Skills	1
Indians	4	Geography	2
Scandinavian Countries	2	Introduction to religions and holidays	1
Self-concept/Feelings	18	The Senses	2
Learning to make Choices	1	Conservation	1
Transportation	4	Pets	1
Values	4		
Other Cultures	1		
Career Education	13		

TABLE 5

SUGGESTED ADDITIONS TO THE CURRICULUM FOR GRADE ONE

Addition	# Suggesting	Addition	# Suggesting
Ecology	8	Basic Needs	1
Transportation	2	Farm/Zoo	2
Columbus Day	1	Group Dynamics	2
Drugs	6	Social Conventions/Rules	3
Self-concept/Values	31	Human Relations	9
Family Relations	14	Concept of the World	3
Seasons	3	Sex Education	3
Citizenship	1	Health	2
Community	1	Safety	3
Other Cultures	4	Hospital	1
Minority Groups	5	Indians	2
School Relationships	3	Weather	1
Career Education	28	Maps/Globes	1
Economics	16	Dairy	1
Needs/Interest of Children	2	History	1
Simple Machines	1		

TABLE 4

SUGGESTED ADDITIONS TO THE CURRICULUM FOR GRADE TWO

Addition	# Suggesting	Addition	# Suggesting
Safety	3	Patriotism	4
Family	3	Other Cultures	1
Maps/Globes	12	Current Events	1
Economics	8	Freedom	1
Ecology	14	Sociology	2
Self-concept/Values	20	American History	2
Others	2	Minority Cultures	8
Pets	3	Sex Education	1
Career Education	15	Waters of the World	1
U.S. Geography	3	Transportation	6
Guidance/Behavior/Rules	4	Holidays	3
Community Helpers/Services	3	Problem Solving	3
Foods	3	Research Techniques	1
Human Relations	10	Urban Living	1
Farms	2	Indians	1
Industry	1	Biology/Botany	1
Drugs	2	Food Production	1
Newspapers	2	Our State	3
Machines	1	Futurism	1
Conservation	2	Seasons	1
Communication	5	Current Events	1

TABLE 17

SUGGESTED ADDITIONS TO THE CURRICULUM FOR GRADE THREE

Addition	# Suggesting	Addition	# Suggesting
Health	1	U.S. History	4
Geography	5	Ecology	5
Citizenship/Patriotism/ Government	6	Holidays	1
Minority Groups	11	Animals	1
Career Education	19	Plants	1
Self-concept/Values	18	Indians Today	3
Current Events	6	Family Living	2
Comparison Studies	1	Change	1
Interdependence	1	Decision Making	1
Other Cultures	15	Drugs	1
Cities	4	Conservation	2
Human Relations	5	Agri-business	1
Maps/Globes/Graphs	9	Courtesy	1
Communication	5	State History	1
		Economics	7

TABLE 18

SUGGESTIONS FOR ADDITIONS TO THE CURRICULUM FOR GRADE FOUR

Addition	# Suggesting	Addition	# Suggesting
Self-concept/Values	8	Civil War	1
Anthropology	1	Revolutionary War	1
Economics	13	State Government/History	2
Futurism	1	Israel	1
Human Relations	12	Minorities	9
Local Government/History	2	Problem-Solving	3
Maps/Globes	13	Family Living	5
Current Events	9	Conservation	5
World Unity	1	Government	8
Early Man	1	Drugs	6
Career Education	12	Energy Crisis	2
Nutrition	1	Ecology	1
Our State	7	Study Skills	1
U.S. Regions	3	Alaska/Hawaii	1
Japan	1	Geography	3
North Central States	1	Biographies of Famous Americans	1
The Metropolitan Community	7	Communication	1
U.S. History	7		

TABLE 19

SUGGESTIONS FOR ADDITIONS TO THE CURRICULUM FOR GRADE FIVE

Addition	# Suggesting	Addition	# Suggesting
Iowa History	9	Technology	1
Map/Globe Skills	14	Society & Science	1
Geography	11	Values	5
Career Education	6	Alaska & Hawaii	3
Human Relations	5	U.S. History	4
Exploration and Discovery	1	Study Skills	5
Current Events	8	Sex Education	1
Minority Cultures	9	International Relations	2
Indians	3	Sociology	2
Famous U.S. Citizens	1	Family Living	5
The 50 States (Geog.)	1	Comparative Cultures	1
World Crisis	1	Comparative Study of the States	1
Economics	15	Resources & Conservation	4
Government	6	Cultures	5
Citizenship	1	Social Skills	1
Moral Growth	1	Anthropology	1
Drugs	6		
Archaeology	1		

TABLE 20

SUGGESTIONS FOR ADDITIONS TO THE CURRICULUM FOR GRADE SIX

Addition	# Suggesting	Addition	# Suggesting
Economics	5	Discussion Skills	1
Map Skills	2	Psychology	1
Human Relations	7	State History	3
Self-concept/Values	7	Oil Regions	1
Career Education	5	Maps/Charts	3
Current Events	9	U.S. Neighbors	1
The United States	2	Other Cultures	2
Government	5	Environment	2
Changes in Vital Statistis	1	Geography	3
Pre-European History of America	1	Drugs	3
Economics	2	Minority Cultures	3
Interrelationship of Nations	1	Resources	1
U.S. Ethnic Groups	1	Survey of European History	1
Law in American History	1	Problem-Solving	3
State History	1	Customs/Languages	1
American History	12	Africa & Asia	1
Our World Today	3	Family Relations	1
Study Skills	3	American Cities	1
Social Conflicts	1	Equality	1
Learning to work in Groups	1	Technology	1
		Local Area Studies	1
		Our City	1

APPENDIX B

GENERAL DIRECTIONS - CURRICULUM RATING SCALE (CRS)

The following curriculum items represent a composite social studies "typical course of study" for your grade level developed by Dr. William H. Nault from two major pieces of curriculum research. The total typical curriculum in social studies and in the areas of science, language arts, health and safety, and arithmetic, as presented by Dr. Nault, may be found in his publication, Typical Course of Study Kindergarten through Grade 12, available through Field Enterprises Educational Corporation.

Dr. Nault found the topics listed for your grade level to be common areas of study across the United States. We would like your candid reaction as to the appropriateness (or relevance) and importance of these items in the elementary social studies programs of today. Please rate each topic according to the scale below, and answer the questions which follow as Parts B and C. Your thoughtful and considered opinion will be greatly appreciated. The area of elementary and secondary social studies is one of great turmoil today. We hope, by this study, to determine what practicing teachers in the field of social studies think are the important topics to explore in the development of effective, thinking, flexible, competent citizens for today's and tomorrow's society. Thank you for your assistance in our project. All responses will remain anonymous.

Rating Scale

1 = not an appropriate or important topic at this grade level; should be eliminated from the curriculum for this grade.

2 = appropriate or relevant topic, but of very little importance at this grade level; possibly should be eliminated from the curriculum for this grade.

3 = appropriate or relevant topic, somewhat important at this grade level; probably should be retained in the curriculum for this grade.

4 = appropriate or relevant topic, highly important at this grade level; definitely should be retained in the curriculum for this grade.

5 = appropriate or relevant topic, of highest importance at this grade level; must not be eliminated from the curriculum for this grade.

KINDERGARTEN - TYPICAL COURSE OF STUDY

Part A

Topics	Your Rating				
	1	2	3	4	5
1. Meaning of holidays					
2. Role of home and family					
3. Characteristics of home and family					
4. Location of home and school					
5. Diagram of home and school					
6. Relationship between home and school					
7. Relationship of individual to the group					
8. Children in other lands					
9. Why things change					
10. Where things come from					
11. How things change					

GRADE ONE - TYPICAL COURSE OF STUDY

Part A

Topics	Your Rating				
	1	2	3	4	5
1. Citizenship					
2. Neighborhood helpers					
3. Our American heritage					
4. Holidays					
Christmas					
Mother's Day					
Lincoln's Birthday					
St. Valentine's Day					
Halloween					
Thanksgiving					
Father's Day					
Washington's Birthday					
Hannukkah					
5. Make and read a simple neighborhood map					
6. School-community					
7. Homes in other lands					
8. Farm and zoo					

GRADE TWO - TYPICAL COURSE OF STUDY

Part A

Topics	Your Rating				
	1	2	3	4	5
1. Community services and helpers					
2. Holidays and festivals					
Easter					
Passover					
Christmas					
Hannukkah					
3. Patriotic celebrations					
4. Our food					
Dairy and Bakery					
Garden and Greenhouse					
Markets and Stores					
5. Shelter					
6. Families around the world					
7. Communities in other lands					
8. Interdependence of people					

GRADE THREE - TYPICAL COURSE OF STUDY

Part A

Topics	Your Rating				
	1	2	3	4	5
1. Community helpers					
2. History and development of local community					
3. American Indians and pioneers					
4. Shelters of animals and people					
5. Transportation today and yesterday					
6. Sources of our food					
7. Sources of our clothing					
8. Shelter					
9. Some great Americans					
10. Holidays and folk customs					
11. Flat maps and the globe					

GRADE FOUR - TYPICAL COURSE OF STUDY

Part A

Topics	Your Rating				
	1	2	3	4	5
1. History and development of the local state					
2. Relationship of the state to the region, the nation, and the world					
3. Geographic or climatic regions of the world					
4. Lands of four seasons					
5. Hot, dry desert lands					
6. Cold lands					
7. Hot lands					
8. Mild lands					
9. Mountainous lands					
10. Types of community life					
11. Uses of the globe					

GRADE FIVE - TYPICAL COURSE OF STUDY

Part A

Topics	Your Rating				
	1	2	3	4	5
1. Exploration and discovery					
2. Establishment of settlements in the New World					
3. Colonial life in America					
4. Pioneer life in America					
5. Westward movement					
6. Industrial and cultural growth					
7. Life in the United States and its possessions today					
8. Our presidents and famous people					
9. Natural resources of the United States					
10. Geography of the United States					
11. Relationship of the United States with Canada					
12. Comparative cultures of Canada					
13. Fundamental map skills					

GRADE SIX - TYPICAL COURSE OF STUDY

Part A

Topics	Your Rating				
	1	2	3	4	5
1. Lands and peoples of the Western Hemisphere					
2. Canada and Mexico					
3. Our neighbors in Central America and the West Indies					
4. Our neighbors in South America					
5. Australasia					
6. Relationships between nations					
7. United Nations					
8. Transportation and communication					
9. World trade					
10. Eurasia and Africa					
11. Map reading skills					
12. Reading charts and graphs					
13. School camping (optional)					

Part B: Which of the topics listed in Part A do you definitely feel should be eliminated from the curriculum for your grade level, or transferred to another level in the K-12 curriculum, and why? Put the number of each topic you place in one of these categories in the column at the left, check whether you advise elimination or transfer, and explain your thinking parallel to the number using the space on the right.

Topic Number	Eliminate	Transfer	Reason

Part C: What topics do you think should be added to the curriculum for your grade level, or substituted for some presently taught, to make the social studies curriculum more effective for living in today's society, and why? List the topics you would add or substitute in the left-hand column, check whether you consider it an addition or a substitution, and give your reason for this addition or substitution.*

Topic	Add	Substitute	Reason

* If a substitution, indicate the presently taught topic for which it would be a replacement.

TEACHER INFORMATION FORM

In coordination with this social studies curriculum project, we would like to obtain an overview of teachers working in the social studies area at the elementary school level. Your cooperation with this phase of the project by completing this form will be most appreciated. All responses will remain anonymous.

Please respond to the following items as accurately as you can.

1. Age_____
2. Sex_____
3. Degrees held_____
4. Major area in degree work_____
5. Minor area in degree work_____
6. Grade level presently teaching_____
7. Grade levels previously taught_____
8. Number of teaching years_____
9. Type of classroom organization in which you work (Examples: self-contained, departmentalized, open space, IGE, or other)_____
10. Typical size of social studies class you teach_____
11. Type of classroom organization you prefer_____
12. Social studies program organization in your classroom -- unit based, text-based, or based on some other format. If the last, describe._____

    _____
13. Your favorite text or resource material in the social studies area for use by the children_____
14. Besides the basic text or texts, what supplementary or other material do you regularly use in your social studies classes? (Examples: unitexts, films, picture sets, newspapers and other current materials, etc.)_____

    _____
15. Briefly describe your background in the social sciences_____

    _____

16. Briefly describe the latest in-service training you have had in the social studies area, giving the year and the scope of this training_____

_____

17. The factor which you feel has the greatest bearing on what topics you teach in social studies at your grade level_____

_____

18. Besides social studies, what additional subject areas do you have responsibility for teaching?_____

_____

Comments: If you would like to add anything to explain or expand upon your responses to any part of the Curriculum Rating Scale or Teacher Information Form -- or to make comments of a general nature -- please use the remaining space on this page to do so.

Dear Participant:

Thank you for participating in this study. We hope the results will indicate some helpful insights into what teachers feel the elementary social studies program should be to help develop effectively functioning, competent, confident individuals for today's and tomorrow's society. We hope this will help both those people who prepare teachers and those responsible for their in-service professional growth to do a better job. Your assistance is greatly appreciated! A copy of the study results will be made available to you upon its conclusion.

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